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shows, by quoting numerous cases, that a person who is below normal in general may have one or more abilities which test much higher than the rest. By the use of these he may make himself a self-supporting member of society. Likewise, those who are above the common level on the average may have their potholes of special disability. From this standpoint, it may be inferred that the usual educational methods are for the glorification of mediocrity, and the suppression of the feebler minded and of the genius. She gives detailed accounts of special defects in number work, in language ability, in memory, in perception, in visual imagery, in working with concrete material, and on through a considerable number of other special topics.

She points out also the diagnostic value of inequalities of performance, certain peculiarities being symptomatic of poor physical condition, others of defective sense organs, of hysteria, of chorea, of epilepsy, of excessive stimulation, of *Dementia praecox*, of diseases of special portions of the brain. She concludes that in order to be fair to the patient and to make an accurate diagnosis, it is necessary to use in addition to the Binet tests, a number of performance tests, reactions to common sense situations and the extent to which the person has profited by his educational opportunities.

HENRY F. ADAMS.

THE LAW OF PUBLIC SCHOOLS, by Harvey Courtlandt Voorhees. Boston: Little, Brown & Co., 1916; pp. lvii, 429.

For many years a course in school law was a prerequisite to a teacher's certificate or diploma in our leading normal schools, colleges, and universities; but in recent times its importance as a distinct study has dwindled to the vanishing point, and that, too, notwithstanding many states still require all candidates for certification to pass an examination in the subject. Why school law has declined as a distinct study in institutions preparing teachers is not far to seek. In the first place, the great majority of candidates for teachers' certificates are women who feel little or no practical need for such study, and hence are not interested in it; second, pedagogical literature has increased so enormously in recent years that subjects which make little or no appeal to students have been eliminated; third, the pedagogical skill of teachers of today renders controversies with parents and school boards much less frequent than formerly and hence gives less occasion for legal adjudication; fourth, court decisions defining almost every phase of school relationship, as in the case of the "line fence," have become matters of general information and therefore technical legal knowledge is deemed of minor consequence. But, notwithstanding this decline of the study of school law in institutions aiming to prepare teachers for public school service, a knowledge of it is of vital importance to principals, superintendents, and school boards, and it is to this class that THE LAW OF PUBLIC SCHOOLS should prove of great service.

From the foundation of our federal government education has been construed as a state function, and therefore every state has been free to enact such school laws as best conformed to its ideals, plans, and needs. As a

result there has been little uniformity in the school laws enacted by the several states, though at the present time there is a tendency towards standardization in the main essentials. It was, therefore, no simple task which confronted the author in his attempt to collect and formulate a body of legal decisions and principles which should be sufficiently broad to embrace all states and yet specific enough to be of distinct service to school administrators in all parts of the country. He has, in part, met the problem by numerous citations to court decisions rendered in practically all of the leading states.

The author treats the Law of Public Schools under eleven distinct headings: I General Principles, II School Districts, III School Property, IV School Officers, V School Teachers, VI Pupils, VII Rules and Regulations, VIII Books and Studies, IX School Funds, X School Taxes, and XI Synopses of Principal Statutes. Of these chapters IV, V, VI, VII and III are of distinct merit and thoroughly justify the publication of the book. The facts set forth should become the common knowledge of all superintendents and principals of schools who are forced by the daily performance of their duties to sit in judgment on hundreds of cases affecting the right relations of pupils, teachers, and parents. All the other chapters are of minor importance except the final one, which should be omitted altogether. The matter treated in this chapter is too general and is subject to too frequent modification to be of real worth. If interested in the specific school provisions of another state, the school administrator would be on much safer grounds by consulting the last statutes of the state in question.

The book could be strengthened and rendered more attractive to the average lay administrator by inserting a goodly number of "cases" involving principles which have been the subject of much legal controversy. The mere citation to the "case" or the mere abstract statement of the principles enumerated will fail in many cases to attract the attention or to create the understanding the subject merits. Taken as a whole, however, *THE LAW OF PUBLIC SCHOOLS* should find a place in the library of every school and on the desk of every school administrator who wishes to know and to act according to the law, right, and justice.

A. S. WHITNEY.

WOOD ON LIMITATIONS, 4th edition by Dewitt C. Moore. Albany: Matthew Bender & Co., 1916; 2 vols., pp. cclii, 1765.

This is a new edition of the well known work by H. G. Wood, which appeared first in 1883. The original edition was in one volume, of about a thousand pages. The second edition was prepared by the author in 1893 and appeared in two volumes. In 1901 a third edition appeared; and now after a longer interval than that between any two former editions, a fourth edition has been issued.

The text as left by Mr. Wood has not been much changed, though some matter has been appropriately shifted into the notes. A large mass of new material, consisting of cases decided since the last prior edition appeared,